

The Good Shepherd Trust

Inclusion: Special Educational Needs and Disability Policy

Date	Review Date	Coordinator	Local Committee Member	Responsible Body
September 2022	September 2023	Jill Mills- Inclusion Leader and member of Senior leadership Team senco@stmarkallsaints.uk	Dean Clegg	Good Shepherd Trust Trust

Date adopted: 10 September 2019

Last reviewed: 25th August 22

Review cycle: Annually

Is this policy statutory? Yes

Approval: Local Committee

Author: Jill Mills

Local approval*: n/a

Local author*: n/a

* only for policy/procedures that are templates and require local adaptation. Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	25/09/22	J. Mills	25/9/22	Changed word Governor to Local Committee Member and added Dean Clegg to this.
2	6/9/22	J.Mills	6/9/22	Removed the word Harmony from the vision statement. Changed fortnightly to regular in staff training section. Removed a duplicate bullet point on pg 8. Replaced 2 links to government documents that were no longer working.

Our Vision for Inclusion

St Mark and All Saints C of E Primary School is an inclusive, nurturing school. We value every individual child and have high expectations of what they can achieve. We are committed to ensuring every child thrives and learns to their full potential through our values based curriculum. At St Mark, every teacher is a teacher of every pupil, including those with SEND. This policy aims to set out how we ensure the best possible outcomes and progress for all our pupils whatever their needs or abilities.

Definition of SEND

St Mark and All Saints C of E Primary School uses the definition for SEND and disability from the SEND Code of Practice (2014). This states:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is 'additional to, or different from' that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day tasks.'

Context: This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013 Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder) Statutory Guidance on Supporting pupils at school with medical conditions April 2014 The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 Safeguarding Policy Accessibility Plan Teachers Standards 2012

Identification of Needs:

At St Mark, we aim to identify early and act swiftly to remove any barriers to a child's learning which could be hindering their learning and progress. We work closely as a team to ensure we get to know the children in our care so we can provide the best possible provision for them.

We recognise that children learn at different rates and that there are many factors which may affect their learning, including their development, emotional regulation, readiness to learn, and maturity. We understand that many pupils, at some time in their school career, may experience barriers to their learning.

SEND is divided into four sub-areas. Staff are trained and supported to meet the needs of children who may have a barrier to learning with:

Communication and Interaction Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and Learning Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum, severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health We see behaviour as an indicator of an underlying need and not a need in itself, except where it has been diagnosed by a health professional. Children may experience a wide range of social and emotional difficulties which present in different ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. Some behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI), or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning. We will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or

young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

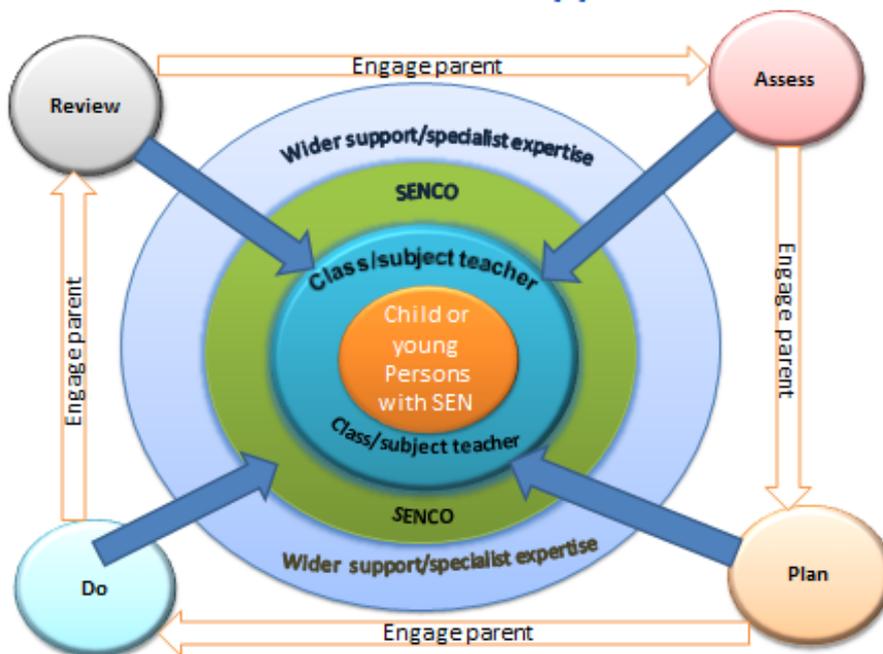
We support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Supporting pupils at school with medical conditions

St Mark and All Saints C of E Primary recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. We respond to medical issues by liaising with health professionals, including specialist nurses, our school nurse and health visitor. Provision may include: individual healthcare plans, access to any spaces including changing and toilet facilities (please see intimate care policy for further guidance), training for staff. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. You may wish to contact to Surrey's Access to Education (medical) service led by Sue Lynn with reference to pupils who have medical needs (susan.lynn@surreycc.gov.uk)

Our Graduated Approach to SEND Support

The new vision: A whole school approach



Staff cater for all learners through a graduated response. We use the Surrey Profile of Need to identify need at the earliest opportunity and then make effective provision to improve long term outcomes for our children.

Universal Quality first teaching is about having high expectations and meeting the needs for **all** learners to ensure children make progress from their starting points and achieve success. Whole class work is differentiated to match all children's needs.

School SEND Support- the majority of children will have their needs met through the provision of tailored school or specialist SEND support. Time limited, additional support or appropriate intervention put in place to support learning.

Specialist SEND Support - Outside agencies may be referred to ensure children receive specialist support aimed at minimising the gap and maximising learning. Where a child continues to make less than expected progress or work at levels substantially below those expected of, school will consider involving specialists .

Statutory Assessment - where, despite relevant action to identify, assess and meet SEN, the school or parents may consider requesting an EHCP needs assessment.

Provision Management

We have detailed the ways in which we meet the needs of all our children in our whole school provision map. Provision maps are an efficient way of showing all the provisions that are additional to and different from that which is offered through quality first teaching. The use of provision maps helps the Inclusion Lead to maintain an overview of the provisions and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Please refer to our whole school provision map, on our website, for full details. Our SEN information Report also provides a valuable guide to our provision offer, please see our website for further information.

Assess, Plan, Do, Review as outlined in the SEN code of practise

The following cycle is embedded in our assessment process of all our children.



Assess We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologists, Physical Sensory Support and from health and social services where appropriate.

Plan Where SEND support is required, the teacher and Inclusion Lead, with the parent/carer, will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will

be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The Inclusion Lead will provide support, guidance and advice for the teacher.

Review The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, Inclusion Lead, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

For pupils with an EHCP, the Local Authority must review the plan at least annually.

Managing the needs of Pupils on the SEND Register

Children who are identified as requiring School SEND Support, Specialist SEND Support and Statutory Assessment through the Surrey Profile of Need are added to our SEN register. This is reviewed termly with professionals who work with the child.

The inclusion team meet regularly to prioritise children as set out in the SEND Profile of Need. Potential referrals to outside agencies are made on this basis. The inclusion team meet termly with outside agencies to discuss the caseload and prioritise referrals and follow up appointments accordingly. The needs of children on the SEND register are managed through the following:

- Class provision maps are written and reviewed by the class teacher, under the guidance of the Inclusion Lead half termly
- Individual Provision Maps are put in place under the guidance of the Inclusion Lead, for children with an EHCP or those who may require Statutory Assessment. These are evaluated for impacted half termly by class teacher and Inclusion lead and termly with parents
- The Assess, Plan, Do, Review cycle
- Specialist agencies work with children and offer strategies and feedback, which is shared with parents and added to a child's plan. We will work jointly with specialist external services, including the Local Authority, to implement strategies and support they suggest to improve our provision.
- The Inclusion Lead is responsible for keeping the SEND register up to date.
- The SEND register is reviewed termly, after the SEND Planning Meetings have taken place.
- The level of need is identified by the Surrey Send Profile of Need document. The level of provision reflects the individual needs of the child.
- Pupils are removed from the register if their progress indicates that they no longer need the support that their plan provides and their progress is at least in line with their peers.

Education Health Care Plans

For children who have very complex needs, or who fail to make progress despite receiving high quality class teaching and a high level of individual provision, the Inclusion Lead may feel it is appropriate to request that the Local Authority undertake an Education, Health and Care needs assessment, in line with the Surrey Profile of Need. This could lead to the Local Authority issuing an Education, Health and Care Plan (EHCP) for the child. An EHCP is an in-depth document which describes the child's SEN and any health or social care needs which relate to their SEN. The EHCP also specifies the outcomes sought for the child and the provision needed in order to achieve these outcomes. Parents and carers of children who need an EHCP are fully involved and supported in this process from the outset through liaison with the Inclusion Lead. The EHCP is annually reviewed with parents and any outside agencies involved with the child.

Nurturing Ethos

We promote a nurturing, respectful ethos and believe children learn best when they feel happy, safe and secure. The Nurture principles of supporting barriers to learning with a flexible, patient and positive approach supports

this whole school approach. We are at times, able to access advice and support from The Orchard Nurture Provision to ensure our approach supports children showing signs of emotional stress and behavioural needs.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has delegated to the Effectiveness Committee to:

- appoint a member of staff to be the SEND Coordinator
- delegate powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy
- ensure that provision of SEND is of a high standard
- have regard to the Code of Practice when undertaking its responsibility
- report annually to parents/carers on the effectiveness of the school's SEND policy
- ensure funding is in place to support this policy
- ensure this policy is maintained and updated regularly
- ensure this policy is made available to parents/carers
- ensure the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy
- ensure that the daily management of SEND provision is effective
- work closely with the Inclusion Lead and other teaching and support staff
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs
- inform parents/carers when special educational needs provision has been made for their child
- monitor the effectiveness of this policy
- annually report to the Governing Body on the implementation and development of this policy

Role of the Inclusion Lead

- work with the Headteacher to oversee the day to day provision for pupils with SEND within the school
- lead the development of special educational needs throughout the school
- provide guidance, strategies and support to all staff
- to oversee and offer support to teachers with individual provision plans
- track the progress of children with SEND
- organise and deliver relevant training for school personnel
- keep up to date with new developments and resources
- liaise and support parents
- organise annual reviews
- meet with outside agencies
- work with feeder or transition schools
- review and monitor to ensure provision is effective
- annually report to the Governing Body on the implementation and development of special educational needs

The Designated Teacher for Looked After Children will:

- promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
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- ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- prioritise looked after children for one-to-one tuition
- promote good home-school-agency links

Role of Teachers

- belief that every teacher is a teacher of SEN and to promote inclusive practice in the classroom and to take responsibility for the progress of all learners
- be aware of the school's policy and to work with the SEN lead to identify children's need using the Surrey SEND Profile of Need
- ensure the target setting, delivery and review and impact of the individual programme for each special educational needs pupil as set out in their Individual Provision Map
- plan and implement appropriate provision for children as detailed in our whole school, class and individual provision map
- plan, implement and review the Individual Provision Maps for children with an EHCP or meeting the threshold for statutory assessment pupils by working closely with the Inclusion Lead and support staff
- comply with all aspects of this policy
- undertake appropriate training

Role of our Children

We encourage all our children to use their 'pupil voice' and consider them to be at the heart of everything we do by:

- assessing their needs
- setting learning targets
- taking part in their annual review
- talking to them about how they learn best and what helps them to learn to their full potential

Admissions

At St Mark and All Saints, we understand our obligation to make reasonable adjustments for children with SEND. In our admissions, we will:

- treat all applications equally and we will not discriminate against pupils with SEND
- admit children with SEND who do not have an Education, Health and Care Plan (EHCP)
- not refuse admission to children with SEND because we feel that we will be unable to provide the necessary support, except in extreme cases where the school does not have the capacity to cater for their specialised learning difficulties

Partnerships with Parents

Children and families are at the heart of the SEND support process. Parents/carers have a key role to play in the partnership between home and school and we recognise the invaluable and influential role they play in their child's education. We feel it is important to gain their perspective about how their child is learning. Parents are invited to take part in the termly review of their child's Individual Provision map, to share information and agree on priorities and next steps. Parents can get a copy of our policy through the school website or by requesting a hard copy at the school office

Comments, compliments and complaints

Should parents have any comments about SEND provision they should contact the Inclusion Lead, Mrs Jill Mills. Any parental complaints should be dealt with in accordance with the School's Complaints policy.

The Trust must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and the school about the special educational provision made for their child.' (SEN Code of Practice)

Raising Awareness of our Inclusion Policy

As a proudly inclusive school, we understand the important role this policy plays in making sure we meet the needs of all our children. We will do this through:

- the School Handbook/Prospectus
- the School Website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations
- meetings with school personnel
- communications with home, such as end of half term newsletters
- reports such as Headteacher reports to the Governing Body

Training

We ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

This includes:

- Audit of staff development needs
- In-house INSET and training for staff, delivered by Inclusion Lead and others e.g. Surrey Teachers for Inclusive Practice, EPs, health professionals
- Individual staff (teachers and TAs) have developed specialist areas e.g. communication, literacy interventions through attending training or received input at school from specialists.
- Regular training meetings are held by the Inclusion Lead with the school's teaching assistants to disseminate and reflect on best practice and provide further strategies, support and guidance.
- Pupils with special educational needs will benefit from the school's close working relationship with the relevant external support agencies, which offer advice and support.
- The provision for special educational needs will benefit from the close links we have with other Trust and local schools, by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy. We do this using the following procedures:

Pupil tracking system

Teacher assessment

Formal assessment

Lesson observations

Learning Walks

Regular monitoring and evaluation by the Inclusion Leader and other senior leaders

Comparison with local and national data on pupils with SEN

Parent meetings

Pupil review meetings

Pupil Voice

Evaluation and Review

The effectiveness of the SEND provision provided by the school will be undertaken annually by the Governing Body. A review of the SEND policy document is undertaken every year. It is a working document and is kept under constant review.

Key documentation

The following documents have informed this guidance which you may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Surrey SEND 14 Toolkit for Pathway and EHC Plans

Surrey Provision Management Tool:

o Primary

o Secondary

Equality Act 2010

Surrey Local Offer Website

Headteacher:	Caroline Mallett	Date:	September 2022
Chair of Local Committee:	Dean Clegg	Date:	September 2022